



**Shrivvenham**  
Church of England Primary School

All things are possible for one who believes

# Personal Care Policy

**Policy Updated: April 2025**

**Future Review due: April 2026**

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**Version: 1.1**

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## ***Mission***

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We ensure our children learn in a nurturing environment where we value everyone as individuals, care for one another and foster positive emotional growth and well-being. Through our broad and balanced curriculum, we inspire, motivate and challenge our children to become independent and confident learners, maximising intellectual, social, physical and spiritual development. We put Shrivenham School at the heart of village life, actively encouraging partnership with parents, the Church and the wider community.

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## ***Vision***

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Each member of our school family will be given every possible opportunity to develop their abilities, confidence and resilience, to flourish and fulfil their unique potential, to work well together and to positively contribute to the wider community.

*'All things are possible for one who believes' (Mark 9:23)*

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## ***Values***

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### **LOVE**

Love is the core value that underpins all that we do at Shrivenham CE Primary School. Jesus demonstrated his unconditional love during his time on earth indiscriminately, and as followers of Jesus we aim to walk in his footsteps.

**We show love to everyone by putting others before ourselves. By working together as part of a strong and supportive family, we can all achieve more - socially, emotionally and academically.**

### **HOPE**

Hope is a core value for our church school because we share in the joy that comes from the belief that there is always hope and all is never lost. Hope is an attitude of mind that we develop through faith in God and each other.

**In our school this helps is to keep going even when things get hard and when we face new challenges. Together we can turn hope into reality.**

### **COURAGE**

Courage is a core value for our church school because God asks us to be brave in the face of hardship. The book of Joshua reminds us to stand against injustice and to be the best we can be when things are difficult.

**At our school, we have courage to stand by our beliefs and are committed to what is right and true.**

## 1. Overview

This policy is underpinned by the principles outlined in the Early Years Foundation Stage Statutory Framework. This emphasizes the importance of 'equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Personal care refers to any care which involves washing, touching or carrying out an agreed procedure to personal areas in order to care for another person. The following four guiding principles are endorsed in the framework:

- Every child is a unique child, who is continually learning to be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through building positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents.
- The importance of learning and development. Children develop and learn at different rates. This policy relates to 2, 3, 4 and 5 year olds in our school, including those in reception classes. It may also apply to those who are working with older children in our school who continue to require support with personal care, including those with a disability or Special Educational Needs. Practice in this area is informed by several nationally and internationally approved documents. The convention on the Rights of the Child states that all children are entitled to:
  - Privacy (article 16)
  - Good quality health care (article 24)
  - Those who have any kind of disability have the right to special care and support so that they can live full and independent lives (article 23)

The Equality Act of 2010 states that:

- Pupils must not be discriminated against by not making reasonable adjustments or refusing to admit.
- Schools must not victimise a pupil by not affording the pupil access to a benefit, facility or service, or treat them less favourably than other pupils. Education providers have an obligation to meet the needs of those children with delayed selfcare in the same way as they would meet the individual needs of a child with any other area of delay. Asking parents to come and change their child could be challenged as being in direct contravention of the Equality Act. Page 4 of 10

## 2. Aims

This policy aims to ensure that:

- Personal care is carried out correctly by staff, in line with any agreed plans.
- The dignity, rights and wellbeing of children are safeguarded.
- Children with personal care difficulties are not discriminated against, in line with the Equalities Act 2010.
- Parents are assured that staff are knowledgeable about personal care and that the needs of their children are taken into account.
- Staff carrying out personal care work do so within guidelines (i.e. health and safety, manual handling, safeguarding protocols awareness) that protect themselves and the children involved.

### 3. Legislation and statutory guidance

This policy complies with statutory safeguarding guidance KCSIE 2025. It also complies with our funding agreement and articles of association and with Oxfordshire County Council (OCC) Personal Care Guidance, which can be accessed on the OCC website. This policy is in line with all the above legislation and guidance.

### 4. Roles and Responsibilities

#### 4.1

Children will be entitled to...

- Be included in the school, whether toilet trained or not.
- Be consulted about their personal care needs.
- Have their individual needs respected and met by people they know and trust (e.g. Teacher, Key Person).
- Have their indications of needing a nappy change acknowledged and responded to as quickly as possible.
- Be positively supported in developing their self-care skills as appropriate to their age/developmental stage

#### 4.2 Parents will be entitled to...

- Have a say in how their child's needs are met and have their own culture respected.
- Have information available to them as to how their child's needs will be met.
- Support in managing their child's individual toileting needs.
- Awareness of the approaches to nappy changing and toilet training across school and home.
- Consistency of expectation and approach to nappy changing and toilet training across school and home.

##### 4.2.1 Seeking parental permission

- For children who need routine or occasional personal care (e.g. for toileting or toileting accidents), parents will be asked to sign a consent form (Appendix 1).
- For children whose needs are more complex or who need particular support outside of what is covered in the permission form (if used), a Personal Care Plan will be created in discussion with parents and the school SENCO.
- If personal care procedure urgently needs to be carried out, the procedure will be carried out to ensure the child is comfortable and the school will inform parents as soon as possible.

##### 4.4.2 Creating a Personal Care Plan

- Where a Personal Care Plan is required, it will be agreed in discussion between the school, parents, the child (when possible) and any relevant health professionals.
- The school will work with parents and take account of their preferences to make the process of personal care as comfortable as possible, dealing with needs sensitively and appropriately.
- Subject to their age and understanding, the preferences of the child will also be taken into account. If there is doubt whether the child is able to make an informed choice, their parents will be consulted.
- The Plan will be reviewed and updated as necessary, taking into account changes to a child's needs.

##### 4.2.3 Sharing information

The school will share information with parents as needed to ensure a consistent approach. It will expect parents to also share relevant information regarding any intimate matters as needed.

#### 4.3 Staff should expect to...

- Manage all children's individual personal care needs, taking account of all the above.
- Have systems in place for gaining and sharing information so that parents can jointly plan for individual children's needs.
- Ensure that children's personal care needs are included in relevant policies, procedures and individual child documents so that they meet statutory requirements.
- Engage with appropriate specialist support where a need has been identified.
- Encourage children's independence in their self-care development.
- Recognise and respond to the development needs of their colleagues.
- Ensure that resources are inclusive and provide an environment which is safe and respectful of children's self-care needs.
- All staff at the school who carry out personal care will have been subject to an enhanced Disclosure and Barring Service (DBS) with a barred list check before appointment, as well as other checks on their employment history.

##### 4.3.1 Staff will receive:

- Training in the specific types of personal care they undertake.
- Regular safeguarding training.
- If necessary, manual handling training that enables them to remain safe.
- Training regarding:
  - o The control measures set out in risk assessments carried out by the school Hygiene and health and safety procedures.
  - o They will also be encouraged to seek further advice as needed.

#### 5. Personal care procedures

##### The Unique Child:

- Following any toileting problems, children will be asked how they would like to be changed (for instance, older children may prefer to stand up).
- Children's independence skills with personal hygiene and self-care will be encouraged and taught in an age/stage appropriate way.
- Staff will be offered additional support and guidance to meet the individual needs of children who may have physical and or medical difficulties. Positive Relationships:
  - A member of staff who knows the child well will attend to his/her personal care needs (e.g. teaching assistant/class teacher).
  - Prior to any child starting at Shrivenham, parents are asked to complete an information questionnaire on their child, including any toileting/personal care needs they may have. This includes any medical needs, outside agency involvement, e.g. Health Visitor, Bowel and Bladder Service. In addition, our school operates an 'open door' policy whereby staff are committed to ensuring any concerns around a child's needs are listened to and acted upon in an appropriate manner. In some circumstances, it may be appropriate to implement a Personal Care Plan.
  - Prior to starting at Shrivenham, parents are asked to provide permission for their child to be changed, cleaned and supported in personal care.
  - Staff will work with parents and other professionals where appropriate to ensure that there is toilet training consistency across home and school.

## Enabling Environments

- The closest changing area will be used, to help ensure that the child's privacy and dignity are maintained.
- Nappy changing routines will, whenever possible, be accommodated to the individual requirements of each child.
- Staff will have access to appropriate health and safety training to support their own wellbeing and safety, such as manual handling.
- Staff induction procedures will be in place to ensure staff are confident and consistent in their practice.

## 6. Safeguarding

- If a member of staff carrying out personal care has concerns about physical changes in a child's appearance (e.g. marks, bruises, soreness), they will report this using the school's safeguarding procedures.
- If a child is hurt accidentally or there is an issue when carrying out the procedure, the staff member will report the incident immediately to the Designated Safeguarding Lead.
- \* If a child makes an allegation against a member of staff, the responsibility for personal care of that child will be given to another member of staff as quickly as possible and the allegation will be investigated according to the school's safeguarding procedures.

## 7. Monitoring arrangements

This policy will be reviewed by the Early Years Lead and head of school annually and will be approved by the Local Governing Body. They will have oversight of the implementation and effectiveness of this policy.

## 8. Links with other policies

This policy links to the following policies and procedures:

- Accessibility plan
- Child protection and safeguarding
- Health and safety
- SEND Policy
- Supporting pupils with medical conditions

Permission Letter

Permission for the school to provide personal care	
Name of child	
Date of birth.	
Name of parent/ carer	
Address	
Is your child being supported by any outside agencies (eg. Health visitor, Bowel and Bladder Service?) If so, please provide brief details.	
Please tick the statements that apply	
I give permission for the school to provide appropriate personal care to my child ( eg. Changing soiled clothes, washing and toileting).	
I will advise the school of anything that may affect my child's personal care ( eg. Medication changes or if my child has an infection).	
I understand the procedures that will be carried out and will contact the school immediately if I have any concerns.	
I do not give consent for my child to be given any personal care eg. Nappy changing, washing or toileting. I understand the school will contact me on my emergency contact number and I will arrange to provide personal care. I understand that if I cannot be reached and my child needs urgent personal care, staff will provide this following the school's personal care policy to make them comfortable and remove barriers to learning	
Parent/carer signature	
Name of parent/carer	
Relationship to child	
Date	

